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| Name: Remove ALL Green descriptions! | Date: |
| Lesson Topic: | Grade Level: |

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| Curriculum Standards (3 pts.) |
| TN Content Standards:  Code and Description – If only a portion of the standard is addressed, shade the unaddressed portion as 25% light gray.  Math Practice Standards:  Code and Description  Literacy Skills for Mathematical Proficiency:  Code and Description |
| Central Focus (5 pts.) |
| The central focus is an understanding that you want your students to develop in the lesson. It is a description of the important identifiable theme, essential understanding, or topic within the curriculum that is the purpose of the instruction of the lesson. The standards, objectives, learning tasks, and assessments are all related to the central focus.   * conceptual understanding * procedural fluency * mathematical reasoning and/or problem solving |
| Lesson Objectives (10 pts.) |
| * Observable and measurable statements that specify: "What do I want students to learn, and how will they demonstrate that learning?" * Such objectives should be aligned with relevant content standards * Should include verbs (often from Bloom’s Taxonomy) that allow for measurement of students’ achievement of the desired outcome * At least one of the objectives should use the language function below as the verb * Focus on student performance NOT instructional form * Avoid “understand” and “know” |

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| Language Demands | |
| Language Function (3 pts.): The language function is the PURPOSE or reason for using language in a learning task. In other words, how do the students need to communicate their understanding of content? Often the standards and/or objectives from the lesson will include language functions embedded in the form of action verbs. (Making Good Choices, 2015) Examples: comparing/contrasting, describing, predicting, summarizing, justifying, drawing conclusions, evaluating, explaining, classifying, recording, categorizing, and interpreting.  Learning Tasks: Learning task(s) that give students the opportunity to practice using the language function in order to deepen mathematical understanding | |
| Content Vocabulary / Symbols (3 pts.): List and define the content vocabulary taught in the lesson (in developmentally appropriate language)  Instructional Support: The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the language in order to deepen mathematical understanding - Describe how you & students will use these supports. (i.e., graphic organizer, anchor chart, foldable, chart, model, word wall, and strategies such as think, pair, share, etc.). Consider how you will use/differentiate these supports to meet the needs of learners with different levels of language learning. | |
| Academic Vocabulary (Address Syntax and/or Discourse) (3 pts.): | |
| Syntax:  The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables, formulas). | Discourse:  The structures of written and oral language, as well as how students talk, write, and participate in knowledge construction in ways that are appropriate both to their development and to the discipline. |

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| Assessment/Evaluation |
| Formative: (10 pts.)   * A range of assessment procedures used by teachers DURING the learning process in order to modify teaching and learning activities to improve student achievement occurring throughout the lesson. * Minimum of 3 * Directly connect to standard, objectives, and central focus * Must be thoroughly described as used in the lesson – not just a list of assessments * Resources include: your textbook, FACTs book, handouts from class, and the internet * Attach copies of any documents that will be used as evidence.   Summative: (5 pts.)   * Summative assessments occur AT THE END of the lesson to determine what students know and do not know. * What evidence will you collect and how will it document individual student learning/mastery of lesson objectives? * Include evaluation criteria such as a checklist, rubric, answer key, % earned for proficiency, mastery, etc. * Attach copies of any documents that will be used as evidence. * Directly connect to standard, objectives, and central focus |

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| Instruction   * Include a suggested time for each major activity in the plan below. * Be sure to include both formative and summative assessment within your instructional plan. * This plan should be highly detailed and carefully sequenced with information so that another teacher could implement your plan. * The plan explains both student and teacher actions. | |
| Set: (10 pts.)   * This brief section at the beginning of the lesson grabs the students’ attention and focuses their thoughts on the learning objectives by utilizing knowledge of students’ academic, social, and cultural characteristics. * Activate useful prior knowledge. * Be certain the problem is understood. * Establish clear expectations.   Instructional Procedures: (12 pts.)  • This is the body of the lesson plan  • It is the way in which information is shared with students and the methods used to help them assume a level of mastery of that material.  • Let go! Avoid stepping in front of the struggle.  • Notice student mathematical thinking.  • Provide appropriate support.  • Provide worthwhile extensions.  Closure: (10 pts.)   * The closure provides an opportunity for STUDENTS to demonstrate that they’ve met the learning objectives for the lesson by actively engaging in a **short task** and **discussion**. * Examples of tasks include exit tickets, think-pair-share, use of clickers, etc. The closure can include your summative assessment. * Encourage a community of learners. * Listen actively without evaluation. * Summarize main ideas and identify future problems. | |
| Questions and/or activities for higher order thinking: (5 pts.)   * Identify high-order thinking questions that cannot be answered with a yes or no. * Consult Bloom’s Taxonomy * Should be aligned to standards and objectives * Should be embedded within the set, instructional procedures, and closure as well. * Minimum of 5 quality questions. | |
| Adaptations to Meet Individual Needs: (5 pts.)   * How will you adapt the instruction to meet the needs of individual students? * Not what-if scenarios * Actually pieces used in the procedure of the lesson   High-Level Learners:  On-Level Learners:  Struggling Learners:  English Language Learner:   * What other individual needs of the students/class you are teaching should be considered? | |
| Management/Safety Issues: (3 pts.)   * Describe any management and/or safety issues that need to be considered when teaching the lesson. * What supports and behavioral management strategies are you providing to your students to facilitate a smooth and structured lesson? * Provide classroom-wide strategies as well as those needed for specific students. * Discuss procedures for material management * Consider an attention getter such as “”Class, class” “Yes, Yes” | |
| Material/Resources: (2 pts.) | |
| Teacher:  What do you need for this lesson? Attach a copy or provide a link to all handouts. | Students:  What do students need for this lesson? Attach a copy or provide a link to all handouts. |
| References: (2 pts.)  List the sources used in this lesson with applicable URLs or bibliographic information. | |

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| Rationale/Theoretical Reasoning |
| Misconceptions (3 pts.):   * What are some common areas in which students are likely to have misconceptions or difficulties pertaining to the specific content that you are teaching? * The textbook and the CCSSM flipbooks are excellent resources! * Include citation |
| Theory (3 pts.):   * Include a description of the theory, * how it specifically applies to your lesson, * referring to theorists such as Piaget, Vygotsky, Dewey, Gardner, etc. * Include citation |
| Rationale (3 pts.):   * Describe suggestions and research-based best practices for teaching the specific content in your lesson. * This should not be generic information that could be applied to any lesson. * The textbook and the CCSSM flipbooks are excellent resources! * Include citation |